



ASSESSMENT RESOURCES FOR WYOMING LANGUAGE ARTS

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Objective



- ❑ To understand the functions and purpose of the PAWS and SAWS Blueprint and PLD design.
- ❑ To see how the Common Core is transforming Wyoming's PAWS and SAWS test.
- ❑ To question how released items may help teachers plan instruction so that students can achieve success on the State test.



PAWS Reading Blueprints

Things to Note:

- The Blueprint strives to establish a balance between all text types and standards by 2015.
- This balance will provide a comprehensive assessment of the CCSS.
- Standards in gray may not be measured on large-scale assessments.
- The largest shifts may be found in “Language” and “Integration of Knowledge and Ideas”.

3rd Grade Reading Literature



CCSS Code	CCSS text	Test Blueprint No. of Items	Content coverage	Test Blueprint No. of Items	Content coverage		
		2014		2015			
Reading Literature							
Key Ideas and Details							
RL3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	18-20	Literary portion: approx. 53%	10-12	Literary portion: approx. 36%		
RL3.2	Recount stories, including fables, folktales, legends, myths, and fairy tales, and explain how they convey a central message, lesson, or moral and explain how it is conveyed.						
RL3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.						
Craft and Structure							
RL3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	6-8					
RL3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.						
RL3.6	Distinguish their own point of view from that of the narrator or those of the characters.						
Integration of Knowledge and Ideas (see below)							
Range of Reading and Level of Text Complexity							
RL3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.						

Anchor Standards

3rd Grade Language



CCSS		Test Blueprint No. of Items	Content coverage	Test Blueprint No. of Items	Content coverage
code	CCSS text	2014		2015	
Language*					
L3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	6-8	*Language portion: approx. 13%	7-9	*Language portion: approx. 16%
L3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.				
L3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).				
L3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).				
L3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.				
L3.5	Demonstrate understanding of word relationships and nuances in word meanings.				
L3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).				
L3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).				
L3.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).				
L3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).				



Grade 7 Integration of Knowledge and Ideas



CCSS code	CCSS text	Test Blueprint No. of Items	Content coverage	Test Blueprint No. of Items	Content coverage
		2014		2015	
Integration of Knowledge and Ideas*					
RL7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	0-2†	*Integration portion: approx. 2%	6-8	*Integration portion: approx. 13%
RL7.8	(Not applicable to literature)				
RL7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.				
RI7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).				
RI7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.				
RI7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.				



Performance Level Descriptors



- The PLD document was crafted from and can be used as a tool with the Blueprints.
- <http://edu.wyoming.gov/educators/standards/language-arts/>



Grade 7 ELA PLDs

Level	Basic	Proficient	Advanced
Policy Level PLDs	Marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
Text Complexity Statements	The basic student demonstrates partial ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student reads closely in order to use minimal textual evidence to demonstrate critical thinking.	The proficient student demonstrates adequate ability to independently read and comprehend a variety of literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical thinking.	The advanced student demonstrates thorough ability to independently read and comprehend a variety of literary and informational text of high complexity. The student reads closely and analytically and uses textual evidence effectively to demonstrate complex critical thinking.
		Reading Literature (PAWS)	
		Key Ideas and Details	
Key Details	The basic student cites multiple pieces of textual evidence to support analysis of what the text says explicitly and when drawing sentence- or paragraph-level inferences from text. RL 7.1	The proficient student cites multiple pieces of textual evidence to support analysis of what the text says explicitly and when drawing inferences from text. RL 7.1	The advanced student cites multiple pieces of textual evidence to support analysis of what the text says explicitly and when drawing inferences from text. RL 7.1
Central Ideas	The basic student determines how a simple theme or central idea develops over the course of the text and how literary elements interact; attempts to summarize text. RL 7.2 and RL 7.3	The proficient student determines how a theme or central idea develops over the course of a text and how literary elements interact; objectively summarizes text. RL 7.2 and RL 7.3	The advanced student analyzes how a complex theme or central idea develops over the course of a text and how literary elements interact; objectively summarizes text. RL 7.2 and RL 7.3
		Craft and Structure	
Word Meanings and Language Use	The basic student determines the meaning of simple words and phrases as they are used in a text, including figurative and connotative meanings, and identifies the impact of repetitious sound (e.g., rhyme and alliteration) on a specific stanza of a poem or section of a story or drama. RL 7.4	The proficient student determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of repetitious sound (e.g., rhyme and alliteration) on a specific stanza of a poem or section of a story or drama. RL 7.4	The advanced student determines the meaning of complex words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of repetitious sound (e.g., rhyme and alliteration) on a specific stanza of a poem or section of a story or drama. RL 7.4
Text Structures and Features	The basic student analyzes how the simple form, structure, or features of a drama or poem contributes to its meaning (e.g., soliloquy, sonnet). RL 7.5	The proficient student analyzes how the form, structure, or features of a drama or poem contributes to its meaning (e.g., soliloquy, sonnet). RL 7.5	The advanced student analyzes how the complex form, structure, or features of a drama or poem contributes to its meaning (e.g., soliloquy, sonnet). RL 7.5
Reasoning and Evidence	The basic student uses limited evidence to analyze how the author develops and contrasts the points of view of characters and/or the narrator of simple text. RL 7.6	The proficient student uses evidence to analyze how the author develops and contrasts the points of view of characters and/or the narrator of the text. RL 7.6	The advanced student uses multiple pieces of evidence to analyze how the author develops and contrasts the points of view of characters and/or the narrator of complex text. RL 7.6

Anchor Standards



QUESTIONS AND ANSWERS

PAWS Assessment Shifts in the CCSS



1. **Complexity:** Regular practice with complex text and its qualitative dimensions.
2. **Evidence:** Reading grounded in evidence from text, literary and informational.
3. **Academic Language:** Demonstrate knowledge of academic language and decoding skills.

Shift 1: Practice with complex text and its academic language



- Text complexity to ensure students are on track each year for college and career reading.
- Rewards careful, close reading rather than racing through passages.
- Focuses on academic language that pervades complex texts.



Defining Text Complexity



The Common Core Standards'
Model of Text Complexity

- Qualitative dimensions of text complexity, such as levels of meaning, structure, language conventionality and clarity, and knowledge demands.
- Quantitative measures of text complexity, such as word frequency and sentence length, which are typically measured by computer software.
- Reader and task considerations, such as students' knowledge, motivation and interests.



Measures of Qualitative Analysis

- **Structure:** complex texts tend to have implicit and unconventional structures. (Manipulations of time and sequence, multiple points of view, and intricate charts and/graphics in informational texts)
- **Language Conventionality and Clarity:** Complex texts rely on figurative, ironic, ambiguous, purposefully misleading, archaic, or otherwise unfamiliar language (jargon or academic vocabulary).
- **Knowledge Demands:** The background knowledge required to access a text (cultural/literary and content/discipline).
- **Levels of Meaning (literary texts) or Purpose (informational texts):** Multiple layers and messages, such as satires, in which the author's literal message is intentionally at odds with his or her underlying message. Informational texts may have an obscure purpose, an implicit or hidden message.

Fourth Grade Text Complexity Analysis



- Read “The Pet Sitter” and quickly circle areas in which the text falls on the Qualitative Measures Rubric.
- Read “Grandma Ruth” and quickly circle areas in which the text falls on the Qualitative Measures Rubric.
- Make note of essential differences between the two passages.

Smarter Balanced Placemat for “Grandma Ruth”



Qualitative Measures

Meaning/Purpose:

Moderately complex: Throughout this piece, meaning is often implied which requires students to see past the actual words and detect what the author is really trying to convey.

Text Structure:

Very complex: The passage contains multiple storylines (the girl playing baseball/the grandmother telling her story) and shifts in time after the first paragraph. Multiple characters are involved and multiple viewpoints are detected in the text.

Language Features:

Very complex: Contains sentences of varying lengths. Some vocabulary is above level which will lend itself to testing the student's ability to use context clues. The language overall allows for more complex meaning throughout the passage.

Knowledge Demands:

Moderately complex: References several baseball players and a baseball team but introduces them in the passage so a student does not have to know who they are to understand the purpose of those characters in the story.

Quantitative Measures

Common Core State Standards Appendix A
Complexity Band Level (if applicable):

Lexile or Other Quantitative Measure of the
Text:

Lexile: 770

Flesch-Kincaid: 4.7

Word Count: 752

Considerations for Passage Selection

Passage selection should be based on the ELA
Content Specifications targets and the
cognitive demands of the assessment tasks.

Potential Challenges a Text May Pose:

- Some background knowledge
- Some higher level vocabulary
- Implied meaning throughout

Shift 2: Reading grounded in evidence from text, literary and informational.



- Focuses on students citing evidence from texts throughout the assessment.
- Prompts students to identify key details in the text which support the main idea or theme.
- Requires writing to sources in addition to writing de-contextualized prompts. (SAWS)

Shift 2: 3rd Grade Sample Item



A Design for Comfort

Egypt is known for its hot, dry weather, so naturally homes were built to help keep people cool. Past the workroom, there was usually a middle room for everyday living. Here, families visited with guests, played games, ate meals, and slept. A ramp leading to the roof was usually in the middle room. Almost all homes had flat roofs. When it was hot, families went to the roofs to stay cool. When temperatures were especially high, Egyptians cooked, ate, and even slept on their roofs.

00 Which section best explains how Egyptian homes helped keep people cool?

- Ⓐ Built of Mud
- Ⓑ Simple Living
- Ⓒ A Design for Comfort
- Ⓓ A Place for Cooking



Item Information and Data

Item Information	
Title:	Homes by the Nile
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Craft and Structure
2012 WyCPS Standard:	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Item Code:	VF389115

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	C	2	694	0.375

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	42.651	13.689	37.464	5.476	0.72



Shift 2: Grade 7 Sample Item

00 How has the Texas Department of Transportation responded to the public's increased interest in the lights?

- A) It has confined tourist traffic to a specific area near Marfa.
- B) It has encouraged tourists to visit Marfa and watch the show.
- C) It has established an official viewing site for tourists east of Marfa.
- D) It has limited tourists to visiting Marfa during scheduled viewing times.



Item Information and Data

Item Information	
Title:	The Mysterious Marfa Lights
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Item Code:	VF497803

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	C	2	670	0.639

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	11.343	19.403	63.881	4.328	1.045

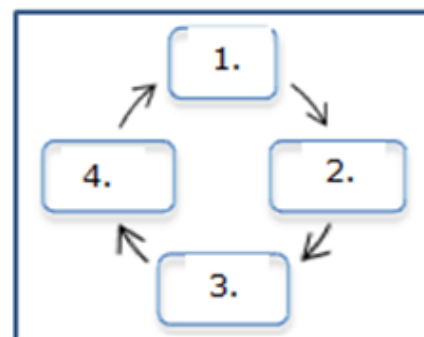
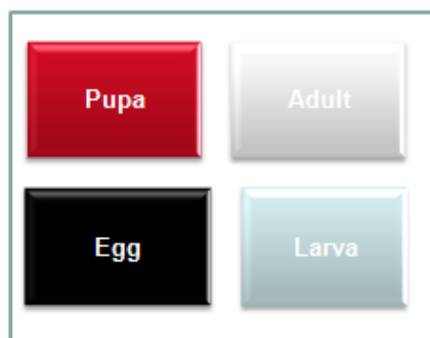


PARCC Sample Items

□ 3rd Grade Reading Item: Technology Enhanced Constructed Response

Drag the words from the word box into the correct locations on the graphic to show the life cycle of a butterfly as described in “How Animals Live.”

Words:





Alignment to the Standards

- Specific CCSS alignment to:
 - ▣ RI.3.1 (use of evidence).
 - ▣ RI.3.3 (relationship between events).
 - ▣ RI.3.10 (complex texts).

- ▣ There are 16 ways a student can organize the stages— with only 1/16 a correct response. In a traditional selected response, students would have a $\frac{1}{4}$ opportunity for a correct response.
- ▣ Students must apply their understanding from the text and use details from the text to accurately order the stages—thereby constructing meaning from the informational text to demonstrate they can “answer questions about a text using details from the text.”

Shift 2: SAWS 3rd Grade Sample Item



Baseball with Seth

- 1 "Hey, Jack! Are you coming over to play baseball?" Seth asked as we got off the school bus.
- 2 "Umm, I guess so," I said.
- 3 "Great! See you later!" Seth dashed to his house, but I dragged my feet toward my house.

Opinion

Writing Prompt

In the story, Jack finally tells Seth he does not want to play baseball with him every day. Do you agree or disagree with what Jack did? Write an opinion essay about why you agree or disagree. Give two reasons to explain why you feel this way.

Shift 2: SAWS Grade 7 Sample Item



Response to Text

Writing Prompt

The author states that the number of prairie dogs in the United States has dropped from over 600 million to around two million today. Based on details in the article, write about one cause for the decline of prairie dogs, and explain two consequences that would result if prairie dogs were to become extinct. Then, in your own words, write about one specific way that people could work together to help prairie dogs.

SAWS Item Information and Data



Item Information

Item Code: VF650019

Title: Links in the Chain of Life

2012 WyCPS Domain: Research to Build and Present Knowledge

2012 WyCPS Standard: W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Admin:

Spring 2013

Total N-count:

1175

Item Dok:

4

Max Points:

8.0

Mean Score:

5.04

Score Analysis

	0	1	2	3	4	5	6	7	8
Score Pt%	5	1	5	9	16	17	21	16	10

Shift 3: Demonstrate Knowledge of Academic Language and Decoding Skills



- Stand-alone language items require students to demonstrate textual decoding skills (Greek and Latin roots, idioms, etc.).
- Stand-alone language items that prompt students to use dictionary resource guides to determine the meaning of a word.
- Passage-based language items ask students to demonstrate knowledge of tone and literary devices.

Shift 3: PAWS 3rd Grade Sample Item



Built of Mud

- 2 Because the Nile River floods every year, there is always a large supply of mud. Egyptians used the mud to make a kind of brick. They mixed the mud with straw and then shaped it into bricks. The bricks were placed in the sun to dry and harden. They called these dried mud bricks djebat.



00 Based on the passage, what is a djebat?

- Ⓐ A place to store food
- Ⓑ A room in an Egyptian house
- Ⓒ A brick made of mud
- Ⓓ A type of Egyptian home



Item Information and Data

Item Information	
Title:	Homes by the Nile
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Craft and Structure
2012 WyCPS Standard:	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Item Code:	VF389113

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	C	1	694	0.746

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	7.637	7.205	74.64	9.942	0.576

Shift 3: Grade 7 Sample Item



00 Read this sentence from Paragraph 1 of the passage.

Although visitors might find these sights to be unusual, most residents of this region would not even blink at seeing a wild boar or a hairy spider.

What does the writer mean by using the phrase “would not even blink” in the sentence?

- A) The residents are fond of boars and spiders.
- B) The residents are accustomed to seeing strange animals.
- C) The residents rarely see visitors to their area.
- D) The residents simply stare at the local wildlife.



Item Information and Data

Item Information	
Title:	The Mysterious Marfa Lights
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Craft and Structure
2012 WyCPS Standard:	RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
Item Code:	VF497711

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	B	3	670	0.661

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	14.179	66.119	7.164	12.388	0.149

SAWS Blueprint



□ 3rd Grade

□ Three Prompts Total

□ Two Operational Prompts:

- Informational or Narrative (12 pts.)
- Response to Text (Writing Standard 3.1 Opinion) (8pts.)
- One Field Test Prompt

■ Released Items and Scoring Information

- http://edu.wyoming.gov/downloads/assessments/2014-released-items_writing_grade-3-1.pdf



SAWS Blueprint

□ 5th Grade

□ Three Prompts Total

□ Two Operational Prompts:

- Opinion or Informational or Narrative (12 pts.)
- Response to Text (Writing Standard 5.9 Literary or Informational) (4 + 8 pts.)
- One Field Test Prompt

■ Released Items and Scoring Information

- http://edu.wyoming.gov/downloads/assessments/2014-released-items_writing_grade-5-1C765563C9E99.pdf



SAWS Blueprint

□ 7th Grade

□ Three Prompts Total

□ Two Operational Prompts

- Argument or Informational or Narrative (12 pts.)
- Response to Text (Writing Standard 7.9 Literary or Informational) (4 + 8 pts.)
- One Field Test Prompt

■ Released Items and Scoring Information

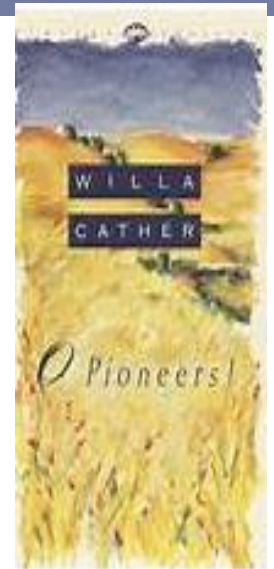
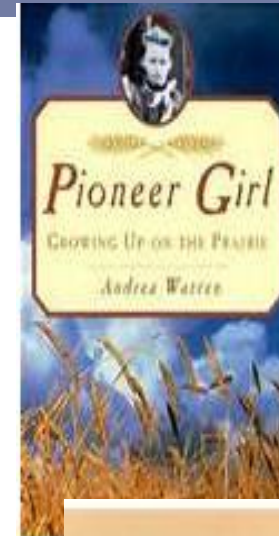
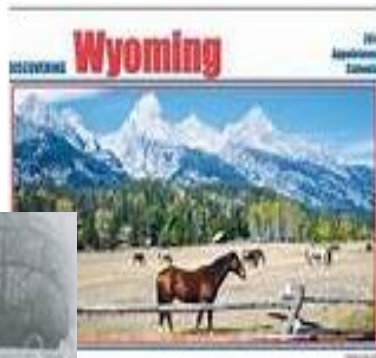
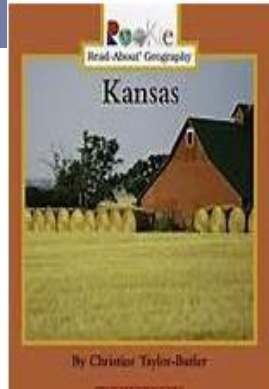
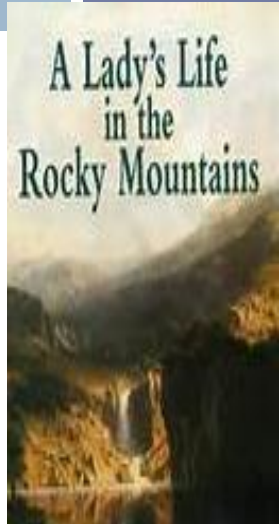
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Instructional Practices to Support PAWS and SAWS Success



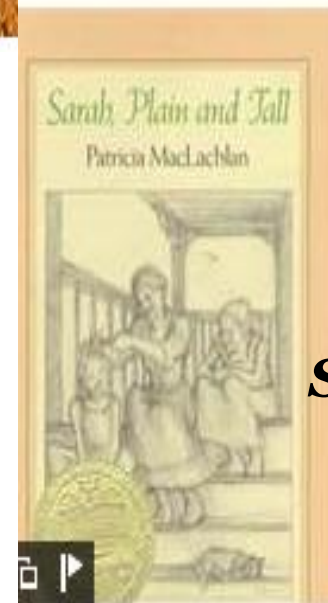
- **Text Sets or/and Supplemental Texts**
 - ▣ expose all students to complex text.
 - ▣ encourage students to synthesize and compare various texts. (Preparing them for paired-passages on PAWS).
- **Practice close reading strategies often**
 - ▣ Reading a complex text multiple times with purpose
 - ▣ 2-3 times a week
- **Build academic vocabulary (*Use language in the CCSS Standards)**
 - ▣ Direct Instruction can work
 - ▣ Refer to *Word Nerds* fun and effective activities
- **Write about the Reading** (with the “Response to Text” prompts in mind)
 - ▣ W.3.1: Write Opinion pieces on topic or texts, supporting a point of view with reasons.
 - ▣ W.5/7.9: Draw evidence from literary or information texts to support analysis, reflection, and research.

Little House on the Prairie Text-Set



***Discovering
Wyoming***
600L

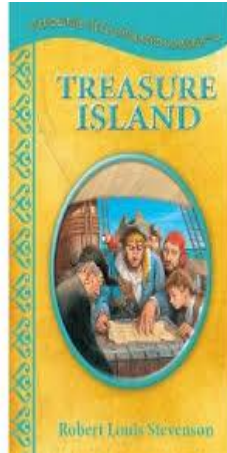
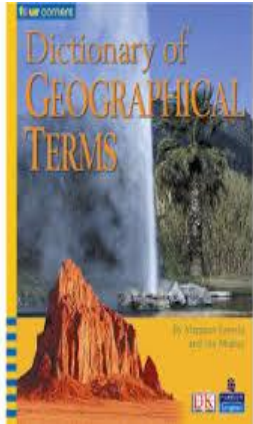
***Little House on the
Prairie***
790L



***Sarah, Plain
and Tall***
560L

***O
Pioneers!***
930L

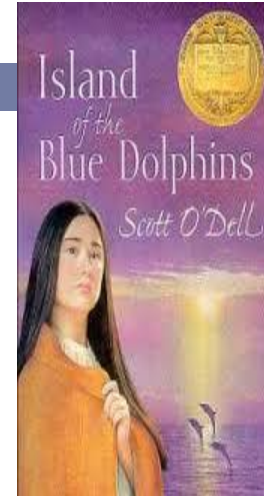
Peter Pan Text-Set



**Treasure
Island
1100L**

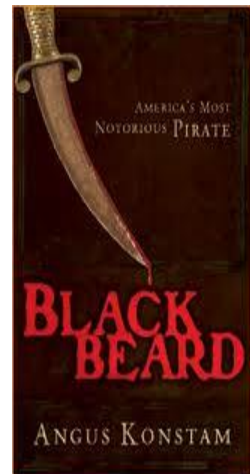
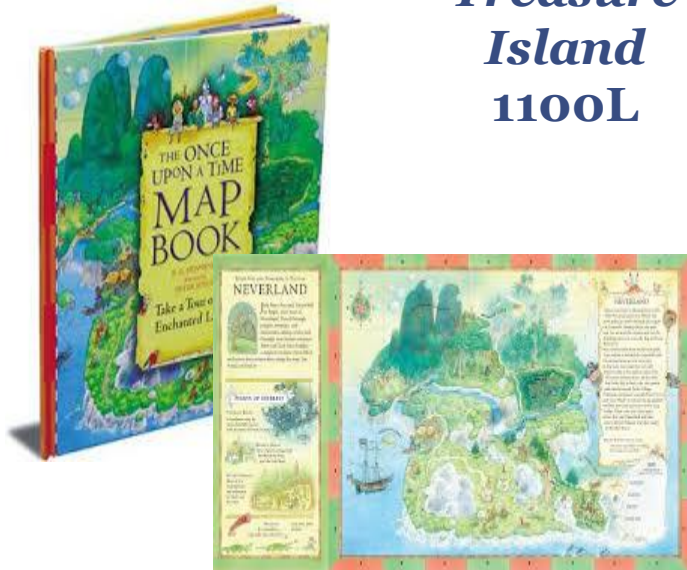


**Peter Pan
920L**



**Island of the
Blue Dolphins
1000L**

Island of the Blue Dolphins
San Nicolas



Reading Standards & Close Reading



Reading Standards for Informational Text

Grade 3 students:

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

4. Determine the meaning of general and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Third Reading: Solidify comprehension of central ideas/arguments/themes. Then evaluate for quality, value, multiple meanings.

Second Reading: Determine the meaning of words in context. Provide varied instruction to build vocabulary.

First Reading (and potential fourth Reading): Engage students in multiple texts on the same topic. Focus on building content knowledge.

Close Reading



Close Reading

Name: _____

Name of Text: _____

Written or Created By: _____

Meaning of Words/Phrases

Are there any words in the text
you do not understand?

Are there any words in the text
that stand out to you?

Are there any words in the text
you feel are important to the
meaning of the piece?

Main Ideas

What are the main ideas?

What evidence of the main ideas
is found in the text?

Comparing Text/Images

How is this text different from
the other text or image?

How is this text similar to the
other text or image?



QUESTIONS AND ANSWERS